

REFERENCES

- Adams, W. C. (2015). Conducting semi-structured interview. In K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of practical program evaluation* (4th ed.). John Wiley & Sons.
- Al-tamimi, N. O. M. (2014). Public speaking instruction: Abridge to improve English speaking competence and reducing communication apprehension. *International Journal of Linguistics and Communication*, 2(4), 45–68. <https://doi.org/10.15640/ijlc.v2n4a4>
- Aladini, A., & Gheisari, A. (2025). Exploring motivation, willingness to communicate, and intercultural competence development in digital language exchanges: An integrative theoretical approach. *Computers in Human Behavior Reports*, 20(September), 100819. <https://doi.org/10.1016/j.chbr.2025.100819>
- Amari, A. (2021). The impact of teaching compensatory strategies on Iranian EFL learners' speaking skill : The case of approximatio, appealing for the help, code-switching, and time-gaining. *Journal of English Language Teaching and Applied Linguistics*, 3(1), 1–7. <https://doi.org/10.32996/jeltal>
- Anjarani, S., & Alvianingrum, Y. (2024). Oral peer feedback in online speaking class: Implementation, students' attitudes, preferences, and usefulness. *Indonesian Journal of English Education*, 11(1), 105–114. <https://doi.org/10.15408/ijee.v11i1.34995>
- Asterina, V., Tahir, M., & Bakri, F. (2025). Strategies for alleviating language anxiety in students' academic speaking performance. *International Journal of Language, Education, and Literature*, 2(3), 392–398. <https://journal.unm.ac.id/index.php/IJLEL/article/view/8244/5040>
- Basalama, N., Bay, I. W., & Abubakar, A. (2020). Students' learning strategies in English speaking class. *Jambura Journal of English Teaching and Literature*, 1(1), 27–39. <https://doi.org/10.37905/jetl.v1i1.5636>
- Beebe, S. A., & Beebe, S. J. (2013). *Public speaking handbook*. Pearson Education.
- Chi, C., Chen, H. H., Tseng, W.-T., & Liu, Y.-T. (2022). Efficacy of different presentation modes for L2 video comprehension : Full versus partial display of verbal and nonverbal input. *ReCALL*, 35(1), 105–121. <https://doi.org/10.1017/S0958344022000088>

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Inc.
- Dangin, & Hartati, E. (2022). Students' metacognitive strategies awareness and speaking ability: A correlation study. *International Journal of Language Education and Cultural Review*, 8(1), 34–40. <https://doi.org/doi.org/10.21009/IJLECR.081.05>
- Ding, J. (2021). Exploring effective teacher-student interpersonal interaction strategies in English as a Foreign Language listening and speaking class The Concept of Interpersonal. *Frontiers in Psychology*, 12(September), 1–6. <https://doi.org/10.3389/fpsyg.2021.765496>
- Dinsa, M. T., Seyoum, G., & Dinsa, D. T. (2022). The influence of gender and study duration on EFL learners' speaking strategies use. *International Journal of Language Education*, 6(1), 10–24. <https://doi.org/10.26858/ijole.v6i1.19272>
- Erdiana, N., Daud, B., Sari, D. F., & Dwitami, S. K. (2020). A study of anxiety experienced by EFL students in speaking performance. *Studies in English Language and Education*, 7(2), 334–346. <https://doi.org/doi.org/10.24815/siele.v7i2.16768>
- Flick, U. (2018). *The SAGE handbook of qualitative data collection* (U. Flick (ed.)). SAGE Publications Ltd.
- Galloway, N., & Rose, H. (2015). *Introducing global englishes*. Routledge. <https://doi.org/10.4324/9781315734347>
- Garcia-Gamez, A. B., & Macizo, P. (2023). Gestures as scaffolding to learn vocabulary in a foreign language. *Brain Sci*, 13(12), 1712. <https://doi.org/doi.org/10.3390/brainsci13121712>
- Guetterman, T. C. (2015). Descriptions of sampling practices within five approaches to qualitative research in education and the health sciences. *Forum: Qualitative Social Research*, 16(2). <https://www.qualitative-research.net/index.php/fqs/article/view/2290/3826>
- Hapsari, A. A., Inayati, D., & Wardani, S. (2022). EFL students' perception on the use of voice note to reduce their speaking anxiety. *Journal of English Teaching*, 8(1), 119–130. <https://doi.org/doi.org/10.33541/jet.v8i1.3451>
- Hidayatulloh, M. D., Tahir, M., & Bakri, F. (2025). A regression analysis of self-

- affirmation and speaking anxiety on EFL students' oral performance: A mixed-methods study in an Indonesian Islamic High School. *Journal on Interdisciplinary Studies in Humanities*, 8(2), 412–424. <https://doi.org/doi.org/10.34050/els-jish.v8i2.44441>
- Hoetjes, M., & Maastricht, L. Van. (2020). Using gesture to facilitate L2 phoneme acquisition: The importance of gesture and phoneme complexity. *Frontiers in Psychology*, 11(November), 1–16. <https://doi.org/10.3389/fpsyg.2020.575032>
- Ihsan, M., Muslem, A., & Aziz, Z. A. (2018). Using the participation point system in teaching speaking skills. *English Education : Journal of English Teaching and Research Journal (EEJ)*, 9(2), 176–191. <https://jurnal.usk.ac.id/EEJ/article/view/11527>
- Ishtiaq, M. (2019). Book review Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40–41. <https://doi.org/10.5539/elt.v12n5p40>
- Ismail, & Dedi. (2021). Grammar learning strategies practice : An investigation of strategies-based instruction effect on grammatical competence. *ELS Journal on Interdisciplinary Studies in Humanities*, 4(3), 260–265. <https://doi.org/doi.org/10.34050/elsjish.v4i3.17784>
- Jin, Z., & Webb, S. (2025). *To what extent does reviewing notes affect L2 vocabulary learning ?* 20(June), 1–21. <https://doi.org/doi.org/10.1093/applin/amf034>
- Lamerton, J. (2001). Public speaking (everything you need to know). In *HarperCollins Publishers*.
- Liu, C. (2023). Systematic metaphors in L2 public speaking: A contrastive study of advanced Chinese EFL learner and native English speaker. *Proceedings of the 2nd International Conference on Education, Language and Art (ICELA 2022)*, 442–455. <https://doi.org/10.2991/978-2-38476-004-6>
- Loewen, S., & Sato, M. (2018). Interaction and instructed language acquisition. *Language Teaching*, 51(3), 285–329. <https://doi.org/10.1017/S0261444818000125>
- Lucas, S. E. (2019). The art of public speaking. In *Journal of Chemical Information and Modeling*. McGraw-Hill Education.
- Mahmoud, B. (2023). The effect of self-video recording on the development of students' speaking skill in higher education. *The Journal of Quality in Education (JoQiE)*,

- 13(May), 21–31. <https://doi.org/doi.org/10.37870/joqie.v13i21.345>
- McCain, L. (2012). *Public speaking fear? 21 secrets to succeed in front of any crowd*. Laurenzana Press.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014a). *Qualitative data analysis: A methods sourcebook* (3th ed.). Sage Publications, Inc.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014b). *Qualitative data analysis* (Edition 3). SAGE Publications, Inc.
- Morreale, S. P., Myers, S. A., Backlund, P. M., & Simonds, C. J. (2016). Study IX of the basic communication course at two- and four-year U.S. colleges and universities: A re-examination of our discipline's "front porch." *Communication Education*, 65(3), 338–355. <https://doi.org/10.1080/03634523.2015.1073339>
- Nyimbili, F., & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative research studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90–99. <https://doi.org/10.37745/bjmas.2022.0419>
- O'Malley, J. M., & Chamot, A. U. (1990). Learning strategies second language acquisition. In *Learner Contributions to Language Learning: New Directions in Research*. Library of Congress Cataloging-in-Publication Data.
- Oppici, L., Mathias, B., Narciss, S., & Proske, A. (2023). Benefits of enacting and observing gestures on foreign language vocabulary learning: A systematic review and meta-analysis. *Behavioral Sciences*, 13(11), 920. <https://doi.org/10.3390/bs13110920>
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle Publishers.
- Panggabean, C. I. T., & Triassanti, R. (2020). The implementation of metacognitive strategy training to enhance EFL students oral presentation skill. *Journal of English Teaching and Research*, 5(1), 32–40. <https://doi.org/doi.org/10.29407/jetar.v5i1.14324>
- Patton, M. Q. (2015). *Qualitative evaluation and research methods* (4th Editio). SAGE Publications Ltd.
- Puluhulawa, R., Hafifah, G. N., & Sari, L. M. (2022). Students' learning strategies in public speaking class at higher education level. *Ahmad Dahlan Journal of English*

- Studies*, 9(2), 16–29. <https://doi.org/10.26555/adjes.v9i2.82>
- Qiao, L., Zhao, W., Liu, F., Xu, X., & Tao, J. (2024). Effects of multilevel metacognition on group performance and regulation in collaborative learning. *Educational Psychology*, 15(November), 1–13. <https://doi.org/10.3389/fpsyg.2024.1419408>
- Raja, F. (2017). Anxiety level in students of public speaking: Causes and remedies. *Journal of Education and Educational Development*, 4(1), 94–110. <http://jmsnew.iobmresearch.com/index.php/joeed/article/view/188>
- Safari, M. U. K., & Fitriarti, S. W. (2016). Learning strategies used by learners with different speaking performance for developing speaking ability. *English Education Journal*, 6(2), 87–101. <https://doi.org/10.24815/siele.v2i1.2232>
- Setiawan, A., Rahman, A., Jupri, & Meraj, M. (2025). Exploring the role of peer feedback in enhancing EFL learners' English speaking fluency and accuracy. *Journal of Language and Literature Studies*, 5(2), 461–471. <https://doi.org/doi.org/10.36312/jolls.v5i2.2868>
- Setiyadi, B. (2020). Teaching English as a foreign language. In *Graha Ilmu* (2nd Editio).
- Syam, U., Iskandar, & Halim, A. (2025). Fostering self-awareness and self-regulation in English speaking skills through metacognitive strategies: A qualitative perspective. *PubmediaJurnal Pendidikan Bahasa Inggris*, 2(4), 1–11. <https://doi.org/doi.org/10.47134/jpbi.v2i4.2051>
- Tahmina, T. (2023). EFL successful learners' perception on the use of cognitive strategies in speaking performance. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 7(2), 305–311. <https://doi.org/10.30743/ll.v7i2.7552>
- Tukan, F. M. E. (2024). Student's perception of improving speaking skills through video recording task. *Journal of Linguistics, Culture and Communication*, 02(01), 18–29. <https://jolcc.org/index.php/jolcc/article/view/22/51>
- Upadhyay, M. P. (2025). Impact of globalization on intercultural communicative competence and English language teaching in Nepal. *KMC Journal*, 7(2), 67–82. <https://doi.org/doi.org/10.3126/kmcj.v7i2.83436>
- Van, P. T. T., & Tram, B. T. N. (2022). Improving public speaking skills for university students: Challenges and solutions. *Tra Vinh University Journal of Science*, 47,

29–38. <https://doi.org/10.35382/tvujs.1.47.2022.921>

Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring students' learning strategies in speaking performance. *International Journal of Language Education*, 2(1), 65–71. <https://doi.org/10.26858/ijole.v2i1.5238>

Weismann, K. M., VanHorn, S. B., & Paxman, C. G. (2018). Best practices for retaining public speaking students. *Journal of Communication Pedagogy*, 1(1), 3–8. <https://doi.org/10.31446/jcp.2018.02>

Wilson, K. (2016). Critical reading, critical thinking: Delicate scaffolding in English for Academic Purposes (EAP). *Thinking Skills and Creativity*, 22, 256–265. <https://doi.org/10.1016/j.tsc.2016.10.002>

Wong, K. M., & Samudra, P. G. (2019). L2 vocabulary learning from educational media: Extending dual-coding theory to dual-language learners language learners. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2019.1666150>

Zhang, Q., & Jing, Y. (2025). The impact of interpreting students' gestures and speech content on speech fluency of consecutive interpreting. *Sec. Psychology of Language*, 16(May), 1–12. <https://doi.org/10.3389/fpsyg.2025.1568341>